

# An e-Intervention to boost trainee teachers' peer assessment and reflective practice

**The TIRI University Conference  
2015**

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# *The TIRI University Conference 2015*

*School of Education and Psychology  
University of Bolton, UK*



## Today's presenters



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*Project coordination*



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*Project technical  
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# Why researching on Formative Assessment Strategies (...again???)



- - Initial Teacher Educator environment
- - Past and current practices
- - Researchers' interest
- - Gap of informed research in the sector
- - School's strategic plan for Education and ITE

**Dr. Maria Rodriguez-Yborra,**

**Dr. Daniela Bacova**

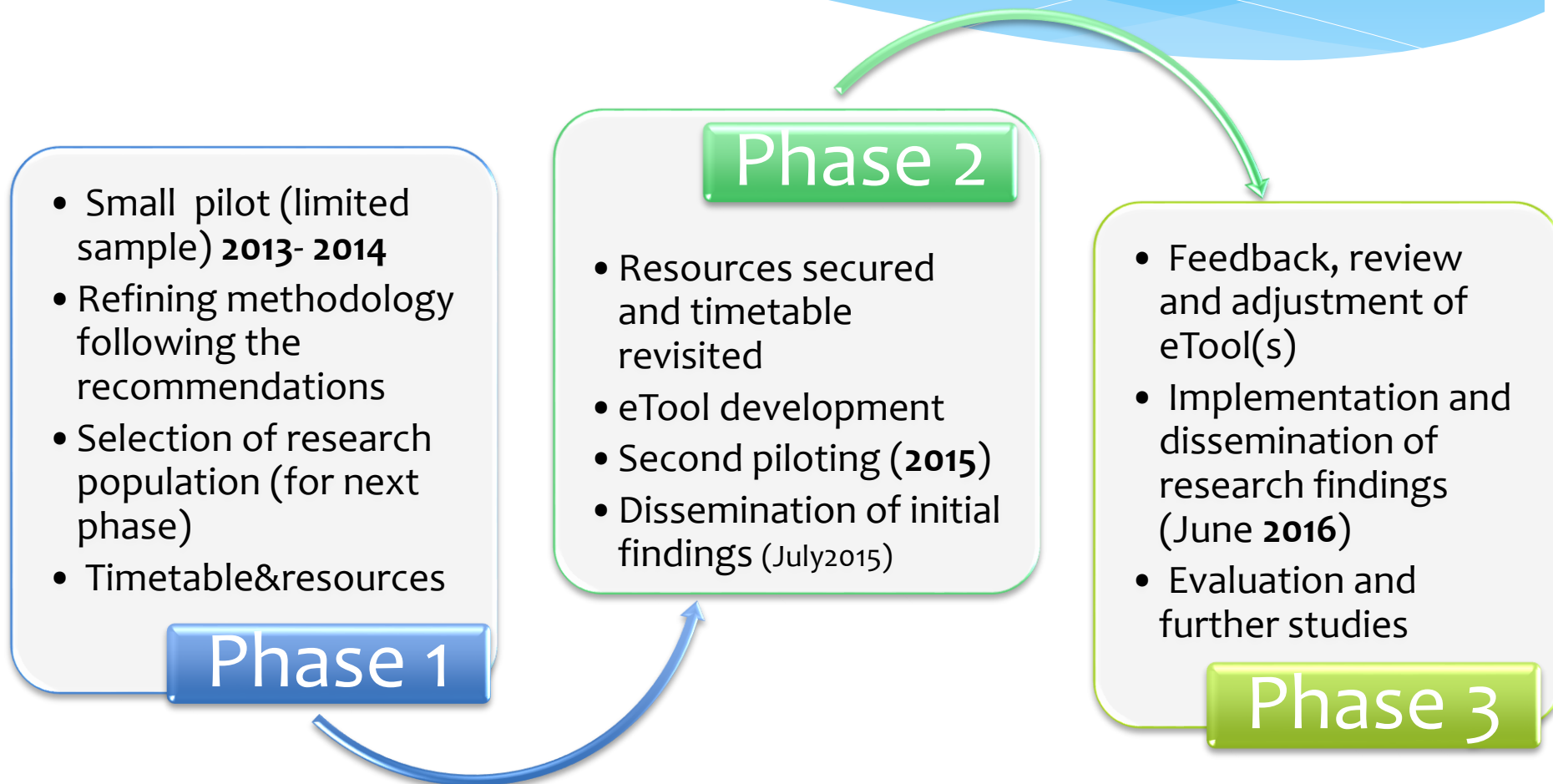
**Emma Booth**

*School of Education and Psychology*

# Background of the study 3/3

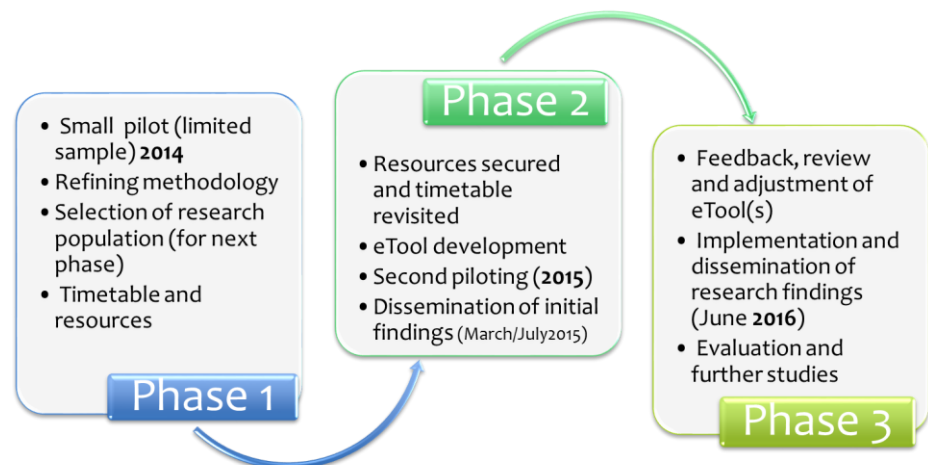
- \* **Placements:** at FE and skills sector that is varied (colleges, workplaces, private training providers, charities, prison service and so on)
- \* **Placement's students:** Age range between 14-65
- \* **Levels:** academic and vocational courses of various levels
- \* **Key areas the ITE programme:** peer assessment & action plans

# Methodology



# Phase 1

- \* Conducted from October 2013 to June 2014
- \* Small scale practitioner research with the group of 19 trainee teachers of limited teaching experience
- \* Questionnaire
- \* Observations
- \* Interviews



# Phase 1 Outcomes

- \* Overall positive impact of *peer assessment through peer feedback* on trainees' understanding
- \* Value of *giving and receiving* feedback was identified
- \* Some good *constructive advice* to further the trainees' professional development as teachers was highlighted
- \* Trainees' better understanding on *being assessed*, the *process of assessment* and how it can be utilised in their own teaching practice.



# Outcomes – peer assessment

## \* Main issues identified:

1. Seen as 'criticism' of , and 'competition' with one another
2. Concerns about emotional responses to their comments
3. Unclear about meaning of 'constructive' feedback
4. Criticisms of the procedures of implementing peer assessment in the classroom





# Recommendations

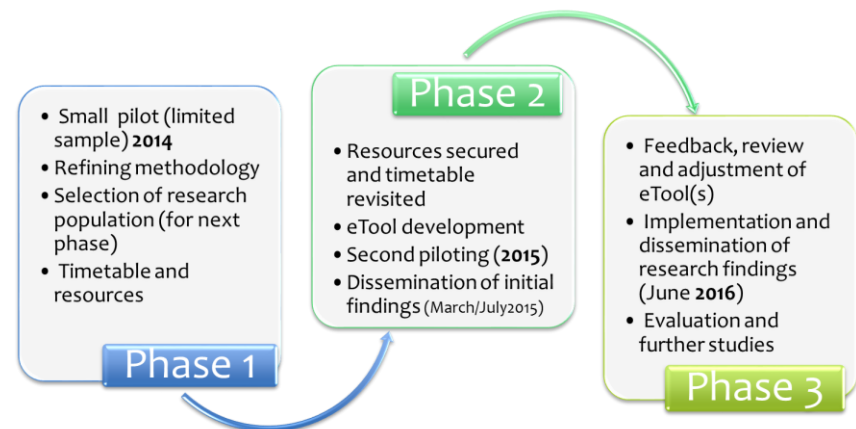
Steps suggested for a successful peer-assessment and constructive feedback (related to the *Micro-teach* session):

1. Clear guidance to teachers trainees on **essential teaching skills** required in Micro-teaching and quality evaluation tips.
2. Examples of peer feedback to facilitate understanding on what constitutes **constructive** feedback.
3. The trainees feedback provided as a **non-participating observers**.
4. Trainees to appreciate the observation feedback by peers as a **unique professional development opportunity**.



# Phase 2

- \* Development of an e-Tool – an inclusive and accessible portable technology (based on: DVD and/or web-based / cloud-based resource)
- \* The e-Tool(s) consists of a selection of sample recordings of the full-time trainee teachers who delivered their micro-teaches in Phase 2 .

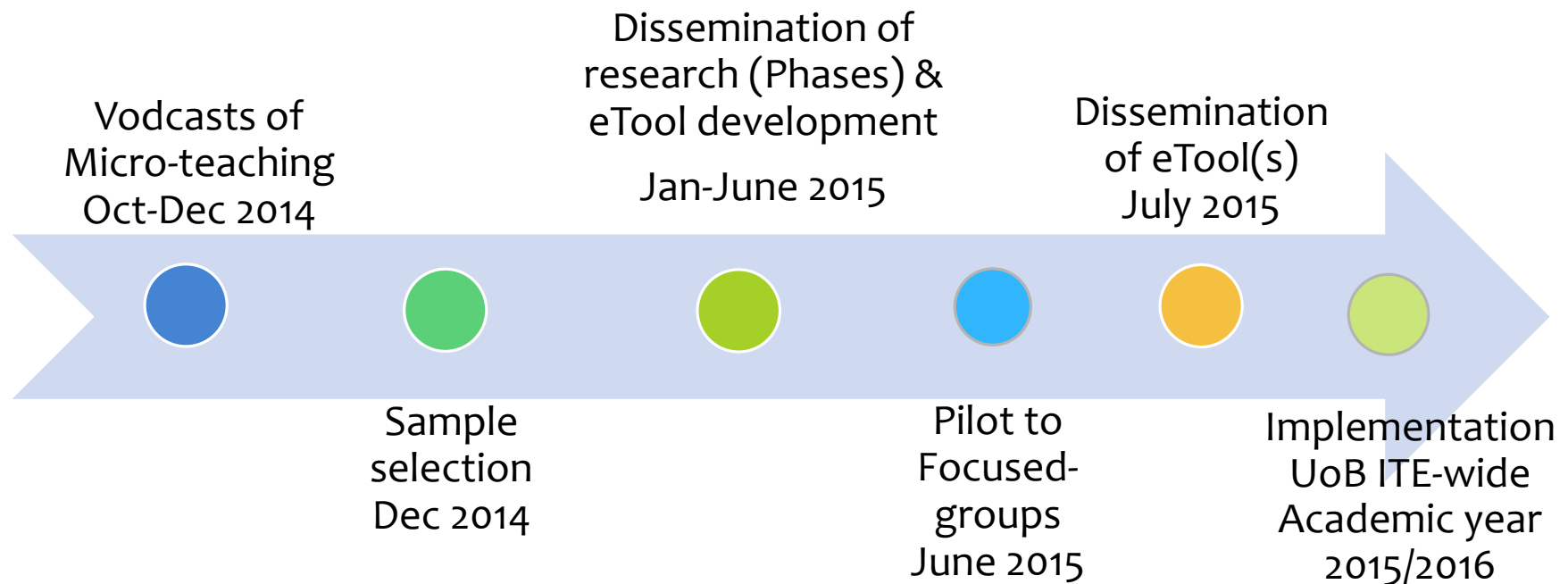


# Why a **specific** Technology-based resource?

- \* Lack of widely available, relevant and appropriate resources to address the trainees' 'apprenticeship of observation'
- \* Most available online materials are based on **secondary in-service** teacher observation
- \* Providing a resource that is based on authentic materials
- \* Micro-teach is a specific task familiar to novice
- \* Possibility of developing 'inclusive', multiplatform and multimedia rich activities based on in-house developed (at low cost) resources.



# The process... so far



# Example of storyboard for Vodcasts

- \* Introduction –the purpose of video; (S.Telfer)
- \* **Chapter 1** – Reflection on micro teach experience (Hannah Burke)
- \* **Chapter 2** – Introduction of the learning outcomes
- \* **Chapter 3** – Eliciting prior knowledge
- \* **Chapter 4** – Explanation of a new concept
- \* **Chapter 5** – Demonstration of a new skill
- \* **Chapter 6** – Setting the task
- \* **Chapter 7** – Managing learning in small groups and feedback
- \* **Chapter 8** – Conducting assessment in the classroom & providing feedback
- \* Acknowledgement

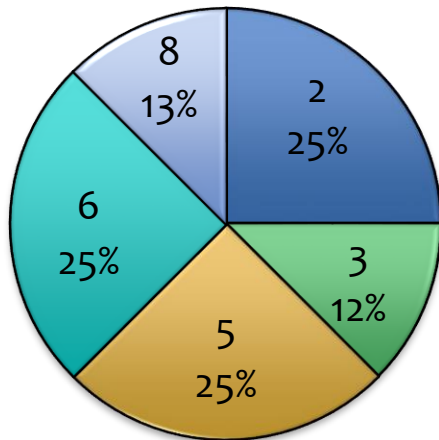


# First Steps to Teaching

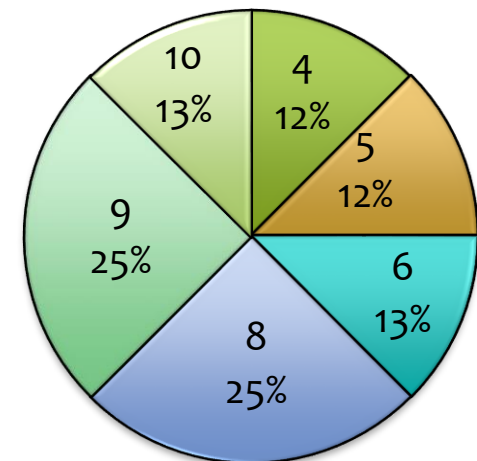
- \* As part of one of the modules on the PGCE and Cert Ed courses, trainees are required to deliver a 15 minute micro teach to their peers and fellow trainees in order to demonstrate skills, knowledge and understanding in a non-threatening environment.
- \* For many, this micro teach would be the first time teaching to a group of learners it is therefore expected that the trainees would lack the experience and skills required to teach effectively in this environment.

# First Steps to Teaching

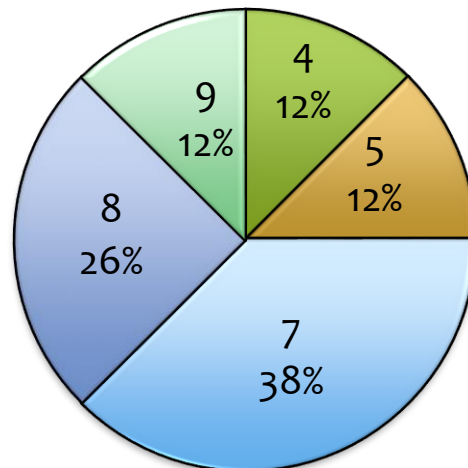
On a scale of 1-10, with 10 being 'Extremely Prepared', how prepared did you feel prior to performing your micro-teach?



On a scale of 1-10, before you performed your micro-teach, how useful would you have found hearing directly from previous students about their experience of the micro-teach?



On a scale of 1-10, before you performed your micro-teach, how useful would you have found viewing the performances of previous trainee teachers?



# First Steps to Teaching The eTool (Video)

## \* Extracts from the video

If not available online, please  
contact authors to have access to  
the content.





# First Steps to Teaching



# For further questions or enquires about this project do not hesitate to contact us

## Project coordinators



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